



Fall 2006 MI -Access Webcast September 27, 2006

Questions and Answers

Assessment Materials

- Q1: What is the date for the reopening of the MI-Access On-Line system for additional counts?
- A1: The MI-Access Online System will open October 2 for district to order additional grades 3-8 Functional Independence assessment materials. Please note that the first and second shipment will contain a 10% overage or at least one of each assessment the district is administering, so PLEASE INVENTORY your assessment materials BEFORE you order additional materials.
- Q2: Can materials received for one building be used at another building?
- A2: No. Schools are assigned specific forms in order to make sure there is a representative sample of students for each form of the assessment. Functional Independence Mathematics has 5 forms and English Language Arts has 8. All of the forms for each content area have the SAME core items, but we need representative data for all of the embedded items that will replace the items that we release this fall.
- Q3: Are booklet security codes tracked by the school or district?
- A3: The security bar codes are on all of the secure MI-Access assessment materials (regular booklets, Braille, enlarged print, and the audio versions). BETA/TASA, the MI-Access contractor, scans each secure "booklet" when the districts materials are packed. District Coordinators are sent an *Assessment Booklet Security Serial Numbers* list in the first shipment of materials, showing the serial numbers of all assessment booklets shipped to the district. This list can be used to check to make sure all of the secure materials have been returned to the District Coordinator from the schools. When the MI-Access assessment materials are shipped back to BETA/TASA, for scanning and scoring, the booklets are also scanned to make sure all secure assessment materials have been returned.
- Q4: What should be done if materials were not received for a certain building?
- A4: First check your copy of the counts you submitted in the MI-Access Online System. If counts were submitted for a school, you should have received materials for that building. If you find the school on your copy of your districts counts, then call the MI-Access Hotline to have them help you sort through this.



Single Record Student Database and Student Participation

Q5: What is SRSD and how is a student listed (where does the information come from)?

A5: SRSD is Michigan's Single Record Student Database. It is housed in the Michigan Department of Information's Center of Educational Performance and Information (CEPI). CEPI collects and reports data about the performance of Michigan's K-12 schools and students, which includes the SRSD. More information about CEPI can be found at <http://www.michigan.gov/cepi>.

The SRSD is the database where districts enter information on every student in their district. One use for this information is to determine the funds a district will receive, based on student count, from the state (state aid payments). In addition to determining state aid payments, the SRSD is used by the Office of Educational Assessment and Accountability to Pre-ID students and the demographic information for each student is used when calculating the No Child Left Behind Adequate Yearly Progress. Along with other demographic information, each district must designate, for each student, grade level, racial/ethnic data, program participation, and so forth. Every district has a person or office responsible for getting all of the required information entered into the SRSD at the designated times of the school year.

Q6: If a student was retained in grade 8 and took MI-Access last year, is the student reassessed this year?

A6: If a student is designated an 8th grader in the SRSD, then the student must be assessed with the 8th grade state assessments (MEAP and/or MI-Access). If the student is designated "ungraded" then the age to grade conversion chart should be used to determine what grade level assessment must be administered to the student. This table appears below and has also been included in numerous issues of The Assist newsletter, and it is included in the MI-Access Coordinator and Assessment Administrator Manuals.

Assessments for Ungraded Students (MEAP and MI -Access)	
Ungraded Student Age*	Grade
9	3
10	4
11	5
12	6
13	7
14	8
17	11
*Students must be these ages on or before December 1 st of the school year in which the assessment is administered. For ages to apply, the student must be entered in the state's Single Record Student Database (SRSD) as "ungraded."	

Q7: What is done when a parent refuses to have a child participate in the assessment? Is there a procedure?

A7: The parent needs to be informed that IDEA, NCLB, and the Michigan State Board of Education require ALL students to be assessed with the appropriate state assessment. The child is



receiving special education services and should comply with what the law requires. There are no parent exemptions.

You also should let the parent know that if their child does not participate in state assessment that it will impact your school and district calculation of NCLB AYP. The school and the district has to have at least a 95% participation rate for all students and for each subgroup, including students with disabilities. If the parent still refuses, document that the parent refuses to have their child assessed and put it in the child's IEP.

MI-Access P/SI v1.5 Pilot

Q8: If we did not get counts entered in time, do we have to participate in the Pilot?

A8: Yes. The most accurate way to get sufficient quantities of materials is from the counts that are submitted in the MI-Access Online System. However, since there are so few P/SI students at each grade level that we need to assess all of them to help ensure technically sound assessments.

Training Materials

Q9: Can we use the old MI-Access training videotapes?

A9: Very good question. No, you can retire the old MI-Access training videotapes. The old training videotape trains assessment administrators on the original MI-Access P/SI assessment rubrics. The P/SI v1.5 assessments have NEW scoring rubrics. An online learning program is being developed in order to train both the Primary and Shadow Assessment Administrators to use the new scoring rubrics. The P/SI scoring rubric online learning will be available on the MI-Access Information Center at www.mi-access.info by Friday, October 6, 2006.

Q10: I know the manual is important to study, but is there anything else we can use to prepare for the FI assessments?

A10: Yes. Functional Independence sample and released item booklets are posted on both the MI-Access Web page (www.mi.gov/mi-access) and the MI-Access Information Center (www.mi-access.info). Be sure to review the *Professional Assessment and Accountability Practices for Educators* or the short title "ethics document" to make sure you appropriately use the sample and released item booklets. If they are used inappropriately this would be an ethics violation and would have to be investigated to determine what to do with the scores of the assessments that were administered to the students. Also, the *2006/2007 MI-Access Functional Independence Coordinator and Assessment Administrator Manual* has specific instructions on how to administer the MI-Access Functional Independence assessments, including scripts that must be followed when administering the assessments.

Q11: Can students who have a section 504 plan take MI-Access?

A11: No. Only student with an IEP can qualify to take alternate assessments. Students with a Section 504 Plan technically are general education students. Only students covered under the Individuals with Disabilities Education Act (IDEA) are considered students with disabilities.



1%, 2%, and NCLB Adequate Yearly Progress (AYP)

- Q12: After reading the article, "Raising Achievement: Alternate Assessments for Students with Disabilities," I am still confused about the 1 and 2% caps for using alternate assessments (MI-Access.) Could you please clarify how this applies in Michigan and when the different caps are used?
- A12: I'm not sure in what publication the article your referenced appeared or the date it appeared, so I can't respond to information in the specific article. However, currently only the 1% cap regulation is in law with final regulations. The 1% cap regulations address alternate assessments based on *alternate achievement standards*. All of the current MI-Access assessments are based on *alternate achievement standards*. Therefore, the number of proficient scores used to calculate the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) has a cap of 1% at the state level *and* at the district level. If a district exceeds the 1% cap, the district may apply for an exception to the 1% cap. For example, an intermediate school district with a center program most likely will exceed the 1% cap at each of the grades assessed. The ISD can apply for an exception to the 1% cap, using the MDE application, which will be reviewed by the Michigan Department of Education's Office of Educational Assessment and Accountability (OEAA) and the Office of Special Education and Early Intervention (OSE-EIS).

The proposed 2% regulation was sent out by the U.S. Department of Education (USED) in December 2005 for review and comment. This proposed regulation addresses assessments based on *modified achievement standard*. As of September, 29, 2006, the USED has not finalized this regulation. Therefore, Michigan has not developed a MI-Access assessment based on *modified achievement standards* until the 2% regulation is final. Without the final regulation the state does not know WHO would qualify for this assessment and WHAT the criteria are for modified achievement standards.

The past two years the USED has allowed states to apply for the 2% flexibility for calculating AYP. However, the USED has not provided states any information as to whether this flexibility will be continued until the 2% regulation is final and states have sufficient time to develop technically sound alternate assessments based on *modified achievement standards*.

- Q: Is there a limit on the number of students that can take MI-Access? My district is telling us that only 1% of our Special Education Kids can take MI-Access.
- A: The 1% regulation explicitly states that the regulation does NOT limit the number of students taking alternate assessments based on *alternate achievement standards*. It ONLY limits the number of proficient alternate assessment scores at the district level to 1%. However, the regulation does recognize that there are situations where a district may exceed the 1% cap. This is why districts can apply for an exception to the 1% cap (see question #12 above).

In the January 2005 issue of The Assist, on pages 4 and 5, there is an article that provides a detailed explanation and an example. If you would like to read this article, all of the past issues of The Assist newsletter are archived at the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info).



- Q: What happens if several IEP teams determine students should use an alternate assessment and our caps are over the percentage allowed? Is it possible to file a deviation?
- A: Districts can apply for an *exception* to the 1% cap. See the response to question #12.
- Q: Functional Independence and MEAP alternate standardized testing acceptable for qualification for AYP?
- A: Adequate Yearly Progress is calculated using the proficient scores from *BOTH* the MEAP and MI-Access assessments.
- Q: Is Functional Independence the only MI-Access assessments accepted for calculating NCLB AYP?
- A: This was just for the 2005/2006 school year due to the fact that the U.S. Department of Education determined that our MI-Access Participation and Supported Independence assessments did not meet all of the NCLB criteria for alternate assessments based on alternate achievement standards. As a result, the MDE developed the P/SI v1.5 assessments in the content areas of English language arts and mathematics. So for the 2006/2007 school year, pending final USED approval of our P/SI v1.5 assessments, the Participation, Supported Independence and Functional Independence assessments will be used when calculating NCLB AYP, up to a district's 1% cap (see response to question #12), starting with the proficient Participation scores, then the proficient Supported Independence scores, and then if the 1% cap has not been met yet, the proficient scores for Functional Independence.

Assessment Accommodations

- Q: Do special education students and Section 504 students need to use Form 1 or the form in their building for a particular test?
- A: A student with an IEP or Section 504 plan *ONLY* use form 1 if the student is using the accommodated versions of the booklets (Braille, enlarged print or audio). If these students are *NOT* using one of these accommodated versions of the assessment booklets they *MUST* use the form number assigned to their building. This is true for MEAP and MI-Access.
- Q: It is my understanding that accommodations, such as reading in English to a student for all tests other than reading, for either special education students or 504 students, must be done one on one and not in a group. Is this true? We know that reading other than the directions on the reading test is a non-standard accommodation.
- A: Yes. All accommodations must be under the control of the individual student. If a group of students has a reader the individual student may not feel comfortable with asking to have something read over the number of times the student may need it read.